



The Pennsylvania System of School Assessment

Reading Item and Scoring Sampler



2008–2009
Grade 11

TABLE OF CONTENTS

Introduction	1
General Description of Scoring Guidelines for Reading.....	2
Reading Reporting Categories	3
Description of Sample Items	3
Passage 1	4
Multiple-Choice Items	7
Open-Ended Item	10
Item-Specific Scoring Guideline	11
Open-Ended Item Responses.....	12
Passage 2	18
Multiple-Choice Items	20
Passage 3	22
Multiple-Choice Items	24
Passage 4	26
Multiple-Choice Items	29
Open-Ended Item	31
Item-Specific Scoring Guideline	32
Open-Ended Item Responses.....	33
Passage 5	39
Multiple-Choice Items	41
Open-Ended Item	43
Item-Specific Scoring Guideline	44
Open-Ended Item Responses.....	45
Passage 6	51
Multiple-Choice Items	53
Open-Ended Item	55
Item-Specific Scoring Guideline	56
Open-Ended Item Responses.....	57
Acknowledgements.....	63

READING

INTRODUCTION

Introduction

The Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This 2008–2009 Reading Item and Scoring Sampler is a useful tool for Pennsylvania educators in the preparation of local instructional programs and the statewide PSSA.

What Is Included

The 2008–2009 Reading Item and Scoring Samplers do not contain newly released passages and items. The samplers are a compilation of previously released passages and items. This item and scoring sampler contains reading passages with multiple-choice items and open-ended items that have been written to align to the 2008 Assessment Anchor Content Standards (Assessment Anchors). The passages represent some of the genres approved by PDE for appearance on the PSSA. The items are actual items used to assess student performance on the PSSA. They provide an idea of the types of items that will appear on the operational Spring 2009 PSSA. Each item has been through a rigorous review process to ensure alignment with the Assessment Anchors.

Purpose and Uses

The passages with items in this sampler may be used as examples for creating assessment items at the classroom level, and they may also be copied and used as part of a local instructional program.* Classroom teachers may find it beneficial to have students respond to the open-ended items in the sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

Item Format and Scoring Guidelines

The multiple-choice items have four answer choices. Each correct response to a multiple-choice item is worth one point.

Each open-ended item is designed to take about ten minutes to complete. During an official testing administration, students are given additional time as necessary to complete the test items. Each open-ended item in reading is scored using an item-specific scoring guideline based on a 0–3 point scale. In this sampler, every item-specific scoring guideline is combined with examples of student responses representing each score point to form a practical item-specific scoring guide.

The sampler also includes the General Description of Scoring Guidelines for Reading used to develop the item-specific guidelines and guides. The General Description of Scoring Guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.*

* The permission to copy and/or use these materials does not extend to commercial purposes.

READING

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank)No response or written refusal to respond or too brief to determine response

OTOff task/topic

LOEResponse in a language other than English

ILIllegible

READING

READING REPORTING CATEGORIES

Reading Scores will be reported in two categories:

A – Comprehension and Reading Skills

B – Interpretation and Analysis of Fictional and Nonfictional Text

Examples of multiple-choice items assessing these categories are included in this booklet.

DESCRIPTION OF SAMPLE ITEMS

There are six reading passages in this booklet. The first passage is followed by a set of multiple-choice items and one open-ended item. The second and third passages are followed by a set of multiple-choice items. The remaining passages are followed by a set of multiple-choice items and one open-ended item.

The correct multiple-choice answer is indicated by an asterisk (*). Each open-ended item is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations. Each item is preceded by the Assessment Anchor and Eligible Content coding.

READING

PASSAGE 1

Read the following passage about opening a hotel in the country. Then answer questions 1–7 in your answer booklet.

A Second Legacy

an excerpt

by Joanna Trollope writing as Caroline Harvey

In the August edition of *Scottish Country Life*, a small advertisement appeared. It showed a drawing of a turreted house, and below the drawing was printed “Castle Bewick. Country House Hotel. Open from September 1st. Brochure and rates on application. This is a hotel with a difference.”

“The trouble is,” Alexia said, “that the difference is that the owner has never done anything like this before in her life.”

Nor, she reflected, had she ever worked so hard or believed she could work so hard. The winter had been a torment, bitterly cold and raging with wind, not only freezing them all to the marrow but also frequently delaying the workmen who had the daunting task of repairing the castle’s huge and fanciful roof. At the same time that half the roof was off, it seemed the kitchen was completely dismembered, all the floors were ripped up for new central heating pipes and great channels were gouged in the walls for rewiring. The mess and discomfort were indescribable. The sticky, clotting, choking dust of building work lay on everything they touched or trod on or ate. It was bitterly cold and there were long periods when the only hot water to be had was boiled by Hughie and Peter on huge bonfires made out of rotten and discarded timbers from the house. They moved, Peter and Alexia and Carly, from corner to corner of the great, filthy,

chaotic house, sustained by hot meals brought up by Elsie, and by the not very comforting thought that Alexia’s investment in the house was now so enormous that she could not possibly retreat. The only way, however difficult, was forward and when her heart failed her, really and truly, she would toil up the stone spiral of stairs to the icy, beautiful little turret room and run her fingers over her grandmother’s initials—her own initials—in the windowpane, for strength and comfort.

She was astounded to discover what she could do if she had to. Clearly, she and Peter couldn’t rewire and replumb the house alone, but they could certainly learn from the workmen she hired to do so. In the course of nine months she became an adequate plasterer and welder, and discovered the enormous satisfaction of having warmth and light result from a successful bit of wiring up. She wasn’t the only one. Hughie, near silent and apparently so ill coordinated, became such an expert plumber that the contractor Alexia had hired offered him a job. He had shaken his head. “I could no’ live away from here.”

He echoed Alexia’s own feelings. There were days when she would have given anything for a deep, hot bath, but there were never days when she would have wanted it to be anywhere else—not even, she realized with a stab of amazed delight, for Bishopstow. Bewick, demanding, cold,

READING

comfortless and beloved, had gradually obliterated even Bishopstow.

By early summer, most of the workmen had gone. The house stood solidly against the weather with its window frames newly painted, and an enormous Swiss boiler, like an entire ship's engine room, waiting for the day when it could be harnessed to hot water tanks and radiators all over the house. But that was all. Castle Bewick had been mended, but it stood as bare as a barn, and there wasn't a penny piece left of the seventy-five thousand pounds Duncan McGill had paid for the land.

There was nothing for it, Alexia decided, but to take out a mortgage. She brushed the building dust out of her hair and scrubbed the paint and filth out of her nails, and dug out some of her London clothes—so strange they looked, so fragile and frivolous to someone who had spent the winter in trousers and Wellington boots and as many cast-off jerseys as Peter could spare—and set off for Glasgow and the bank manager. It was like a journey to the moon after the seclusion of winter, but it was a successful journey. Alexia returned to Bewick with five thousand pounds.

"It's far from a fortune, but it'll do up the drawing room and the dining room and a few bedrooms and bathrooms. Thank goodness I can make curtains! Amanda always said I'd bless her for it one day."

"Amanda?"

"I used to work for her once, in London before . . . before I was married."

Peter flinched slightly. He had been as good as his word all winter, and never spoken openly of his feelings, but they were very plain, all the same. His patience, his encouragement, his steady support, his sweetness to Carly, his considerable skills and dedication were all, of course, part of his personality, but they were also part of

something else. Alexia couldn't hide from the fact that you didn't work like this for someone with no reward unless you loved them. She was deeply, truly grateful to Peter for everything, but sometimes, when she saw him looking at her, or saw him suffer at something she said that was quick or careless, she wished that she had never allowed their arrangement to begin, and that she was paying him a salary. Seeing him flinch now, at the mere mention that she had once been married, made her vow that when the first guests came, a proportion of what they paid would go first, and straight, to Peter.

The first guests were a Mr. and Mrs. Farquhar. Mr. Farquhar telephoned from Stirling and said he would like to reserve a double room with bathroom for his wife and himself for two nights, and that they would require dinner on both nights, and that Mrs. Farquhar was allergic to house dust and to feather pillows.

Alexia was sick with apprehension. At least three times an hour, on the day of the Farquhars' arrival, she went into the Seahorse Room and anxiously checked and rechecked every detail. Certainly the room was transformed out of all recognition from the room in which Alexia had spent her first night at Bewick, but equally certainly, she was bound to have forgotten something. She had made a special trip to Glasgow to buy a foam rubber pillow, but would Mrs. Farquhar prove allergic to the pretty cushions, stuffed with feathers, that sat in the comfortable armchairs by the window, both now upholstered and curtained in ivy-patterned chintz by Alexia's own hand? And would she object to the undeniably new smell of the deep cream carpet, or think the beds too hard or too soft or too high or too low? And were the lamps placed just right for her to read by as well as to see to powder her allergic nose? And would she hate rose geranium soap, and would the plumbing gurgle and did they really, any of them, have a hope of pulling off this pantomime of

READING

being professional hoteliers when they were nothing but a bunch of amateurs, not even thinly disguised?

When she wasn't in the Seahorse Room and its new adjoining bathroom, Alexia was pacing round the dining room, worrying that the Farquhars would think it odd that they were the only people dining, or tweaking curtains in the drawing room, anxious about the great fire's tendency to smoke, or crawling up and down the new carpet on the entrance stairs, checking for specks of dust. It didn't matter how often she was reassured that it all looked perfect, that her idea of an informal welcome with just a visitors' book not a reception desk was brilliant, and that the Farquhars would turn out to be charming, she was determined otherwise, and when, punctually at six, the sound of wheels was heard upon the gravel, she was so wound up that it was all she could do not to scream.

Mr. and Mrs. Farquhar took a very long time getting out of their car, and when they finally emerged, turned out to be identically middle-aged, middle height and unsmiling. They both wore tweeds and Mrs. Farquhar carried a large handbag. Alexia went forward to greet them.

"Good afternoon. I'm Alexia Angus. We are so pleased to welcome you to Castle Bewick."

Was her voice shaking? Mrs. Farquhar looked at her as if she would have preferred her to be a hotel porter in uniform who would carry their cases.

Hughie appeared, shambling slightly as was his wont, from the stableyard. He wore his usual motley uniform of old corduroy and knitting, and in an illuminating flash, Alexia suddenly saw him through the Farquhars' eyes.

"Hughie will bring in your cases—"

"He will?"

Hughie went straight to the car boot and put his hand on the catch. Mr. Farquhar was upon him in a flash.

"Kindly do not interfere with my motor."

Hughie gaped. He looked at Alexia.

"He was only trying—"

"When I have personally unlocked the boot," Mr. Farquhar said, "he may carry in our luggage under my supervision."

Hughie looked mulish. There was a brief moment when Alexia thought he might just turn and run, so she fixed him with a compelling gaze. With dreadful precision, Mr. Farquhar drew on his driving gloves again, unlocked the boot and opened it very slowly. Two suitcases lay neatly within, shrouded in linen covers.

"You may lift them out."

Hughie seized the cases, and almost ran with them towards the house. Mrs. Farquhar gave a little cry, her first utterance.

"He's perfectly reliable," Alexia said, slightly desperately. "He's the son of my housekeeper, he was born here."

The news seemed only to add to Mrs. Farquhar's alarm. She took her husband's arm and leaned on it heavily as he guided her inside. Alexia led the way, hoping that the sight of the new grass-green carpet laid over the freshly scrubbed stone stairs with gleaming brass stair rods and huge stone jars of early autumn leaves and berries would elicit some delighted response. But Mr. and Mrs. Farquhar climbed the stairs behind her with as much apparent interest as if they were climbing the stairs of a public library.

At the top, Mr. Farquhar looked about him, not at the huge Victorian painting of a kilted Highlander that Alexia had found in a junk shop in Dunoon, nor at the wonderful brass hanging lamp Hughie had discovered in a sack in a

READING

potting shed, but for a reception desk. Alexia took a deep breath.

"This is a hotel with a difference, Mr. Farquhar. Our aim is to make you feel that you are staying in a country house with room service. Our aim is to help you to relax and therefore we wish to be as informal as possible. If you would just be good enough to sign our visitors' book?"

He bent disapprovingly over the book. It was a new book and it was open at the first page. There was no hiding it. Without straightening up, his gaze traveled from the blank page to Alexia. It was like being looked at by a very reproachful fish.

"I had no idea," Mr. Farquhar said, "that my wife and I were to be guinea pigs."

"They'll go after breakfast," Alexia said despairingly to Peter. "They'll go straight home and tell the whole of Stirling never to come near us and probably write to *Scottish Country Life* and warn the readers—"

MULTIPLE-CHOICE ITEMS

A.1.3.1

1. Why do the characters in the passage most likely keep working so hard on the house despite the difficult conditions?
 - A They know there are guests coming.
 - B Alexia wants to start a renovation business.
 - C They need to find a way to keep warm.
 - * D Alexia has a huge investment in the castle.

A.1.1.2

2. Which is a synonym for the word obliterated as it is used in the passage?
 - A copied
 - B tempted
 - * C erased
 - D inspired

READING

B.2.1.1

3. Read the following sentence from the passage.

“Castle Bewick had been mended, but it stood as bare as a barn . . .”

The reason the author uses figurative language to compare the castle to a barn is because the castle

- A is still filthy and chaotic inside.
- B has walls and floors that are rustic.
- * C needs to be furnished and decorated.
- D is in a remote part of the countryside.

B.1.1.1

4. Which excerpt shows how the author supports the theme of perseverance through Alexia’s characterization?

- A “Alexia was pacing round the dining room, worrying that the Farquhars would think it odd that they were the only people dining . . .”
- B “At least three times an hour, on the day of the Farquhars’ arrival, she went into the Seahorse Room and anxiously checked and rechecked every detail.”
- C “She was deeply, truly grateful to Peter for everything, but sometimes, when she saw him looking at her, . . . she wished that she had never allowed their arrangement to begin . . .”
- * D “In the course of nine months she became an adequate plasterer and welder, and discovered the enormous satisfaction of having warmth and light result from a successful bit of wiring up.”

READING

A.1.3.1

5. After reading the passage, readers can conclude that Alexia most likely acquired Castle Bewick by

- * A inheriting it from her family.
- B getting it as a gift from Peter.
- C winning it from her husband.
- D buying it from Duncan McGill.

B.1.1.1

6. Which excerpt from the passage reveals Alexia's feelings about the Farquhars' arrival?

- A "She was astounded to discover what she could do if she had to."
- B "It was like a journey to the moon after the seclusion of winter . . ."
- * C "... she was bound to have forgotten something."
- D "Alexia went forward to greet them."

READING

OPEN-ENDED ITEM

B.1.1.1

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

[illegible]

READING

OPEN-ENDED ITEM-SPECIFIC SCORING GUIDELINE

Item # 7

This item will be reported under Category B, Interpretation and Analysis of Fictional and Nonfictional Text.

Assessment Anchor:

B.1 Understand components within and between texts.

Specific Eligible Content addressed by this item:

B.1.1.1 Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Character:

Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/ feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of understanding character traits by giving two examples from the passage that help portray the Farquhars as difficult to please and by explaining how this portrayal is important to the passage.
2	demonstrates partial knowledge of understanding character traits by giving examples from the passage that help portray the Farquhars as difficult to please. (Example: Student gives one example from the passage that portrays the Farquhars as difficult to please and explains how this portrayal is important to the passage.)
1	demonstrates incomplete knowledge of understanding character traits by giving examples from the passage that help portray the Farquhars as difficult to please. (Example: Student gives one example from the passage that portrays the Farquhars as difficult to please without explaining how this portrayal is important to the passage.)
0	has given a response that provides insufficient material for scoring or is inaccurate in all respects.
Non-scorable	BLK (blank)... No response or written refusal to respond or response too brief to determine response OT..... Off task/topic LOE..... Response in a language other than English IL..... Illegible

Example—Top Scoring Response (3 Points):

Character Trait Description with Explanation
The Farquhars were the first guests at a castle-hotel after nine months of renovations by Alexia, Peter, and Hughie. Mr. and Mrs. Farquhar didn't return Alexia's friendly greeting, and did not allow Hughie to remove the suitcases from the car until Mr. Farquhar supervised. When Alexia tried to describe the hotel as a country home, Mr. Farquhar showed his disapproval when he said "I had no idea . . . that my wife and I were to be guinea pigs." This portrayal of the Farquhars is important to the story because it sets the stage for the plot's conflict. Will the Farquhars leave, early perhaps, and say unpleasant things about the castle-hotel or will they be won over and end up having an enjoyable stay?

READING

B.1.1.1 Response Score 3

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

There are many examples in this passage that help portray the Farquhars as difficult to please. One example is when they first arrive and Hughie wants to carry in their suitcases. Mr. Farquhar won't let Hughie until he is under the supervision of Mr. Farquhar. Another example is when Mr. Farquhar was looking around for a reception desk and Alexia explained to them, that they only had a guest book. Mr. Farquhar states, "I had no idea that my wife and I were to be guinea pigs!" (p. 45) He also states this because his name is the first one in the book. This portrayal is important to the story because it causes conflict and Alexia to worry about what the Farquhar's will go back and tell the people of Stirling. It also will decide Alexia's fate almost to the point that if she will get more guests due to the Farquhars actions.

The student has given a complete answer by giving two examples from the passage that help portray the Farquhars as difficult to please ("Mr. Farquhar won't let Hughie until he is under the supervision of Mr. Farquhar" and "Mr. Farquhar was looking around for a reception desk. . . . Mr. Farquhar states, 'I had no idea that my wife and I were to be guinea pigs'"), and then by explaining how this portrayal is important to the passage ("it causes conflict and Alexia to worry about what the Farquhar's will go back and tell the people of Stirling. It also will decide Alexia's fate almost to the point that if she will get more guests due to the Farquhars actions").

READING

B.1.1.1 Response Score 2

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

a examples of the Farquahars being difficult to please would be them not allowing Hughie to carry in their belongings, and their demanding certain pillows and saying exactly what they wanted. First, when Mr. Farquahr called in to make reservations, he demanded that him and his wife get a certain room, certain pillows, and a certain breakfast. secondly, after that, Mrs. Farquhar would not allow Hughie to carry in her luggage, and finally made sure she was with him when he did carry them in. In the end, the Farquhars were not good guests , and should ease up.

The student has given a partial answer by giving two examples from the passage that help portray the Farquhars as difficult to please (“First, when Mr. Farquhar called in to make reservations, he demanded that him and his wife get a certain room, certain pillows” and “Mrs. Farquhar would not allow Hughie to carry in her luggage”) without explaining how this portrayal is important to the passage.

READING

B.1.1.1 Response Score 2

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

When Hughie went to the car to gather Mr & Mrs. Farquhar's suitcases, they acted as items from their belongings would come up missing. So Hughie had to wait for permission from Mr. Farquhar to get them under his supervision. This shows how difficult the Farquhars are and it leads to people not getting along in the story.

The student has given a partial answer by giving one example from the passage that helps portray the Farquhars as difficult to please (“When Hughie went to the car to gather Mr. & Mrs. Farquhar’s suitcases, they acted as if items from their belongings would come up missing”) and by explaining how this portrayal is important to the passage (“it leads to the people not getting along in the story”).

READING

B.1.1.1 Response Score 1

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

The Farquhars were very hard to please. Alexia tried to be nice to them, show them respect, and try to help them out. The Farquhars objected everything that she tried to do. They were very snobby and stuck up people.

The student has given an incomplete answer by giving general statements that help portray the Farquhars as difficult to please ("The Farquhars objected everything that she tried to do. They were very snobby and stuck up"), without explaining how this portrayal is important to the passage.

READING

B.1.1.1 Response Score 1

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

Mr. Farquhar said Hughie may carry in the luggage under his supervision.

The student has given an incomplete answer by giving one example from the passage that helps portray the Farquhars as difficult to please ("Mr. Farquhar said Hughie may carry in the luggage under his supervision"), without explaining how the portrayal is important to the passage.

READING

B.1.1.1 Response Score 0

7. Give at least two examples from the passage that help portray the Farquhars as difficult to please. Explain how this portrayal is important to the passage.

Portrayal is important to this passage because they are drawing different portraits of different things.

The student's response is inaccurate in all respects.

PASSAGE 2

Read the following passage about moving to San Francisco. Then answer questions 8–13 in your answer booklet.

Brown Glass Windows

by Devorah Major

Dawa, whose mother had named her Cheryl after her great-aunt, had been the youngest of four when her parents had packed her, along with her two brothers and her older sister, into the back of their Rambler station wagon and driven, suitcases piled on top of the car, and haul trailer full of furniture at the back, through the heavy dry heat of that Texas summer to the cool fog-filled wonders of the Golden Gate.

She should have known that it was all a fake. Two nights after they got there, Dawa’s father had loaded the family back into the car to go and see the Golden Gate Bridge. In retrospect, Dawa thought, when she first saw that the bridge wasn’t gold at all, but a bright garish orange, it should have told her something. But the way the waves glistened across the water, and the small sailboats sat like little puffs of cotton drifting across the water, and the hills everywhere, big hills, and steep hills, and round soft cloud hills rose out from everywhere ringing the Bay made her ignore all the early warnings. It was just like the picture postcards her Aunt Joline had sent to her three and four times a year since she had learned how to read. Just like the postcards, only better, cleaner, clearer, and full of sounds. There were fog horns that would push into your dreams in the middle of the night, cutting wedges in the walls of fog for the ships seeking safe harbor. And when Dawa stood on the edge of the Pacific Ocean for the first time, she thought that she was going to be swept up into the smooth waves in

their thickness of blue, quietly lapping her toes with icy foam and seeming as close to peaceful as she ever again knew it to be. When Dawa saw the white-tipped waves, she was sure that if she rode out on a boat to the place where the sky curved around the water, and they touched each other, she would just fall off the edge of the world into an outer space of stars and comets and never stop floating. She didn’t care that the Golden Gate wasn’t golden. She didn’t care that there was no backyard, and only steep steps leading up to a porch you couldn’t really sit on. She even stopped caring that they had left their setter, Griff, with the neighbors, because San Francisco wasn’t really a good place for a dog like Griff that needed to run free.

From the beginning, Dawa loved the place as much as her sister Elise hated it. She thought it so much prettier than Texas. She loved the hills her mother always complained about. When her sister Elise took her to the park, she would go to the top of the hill and then lie down and roll to the bottom, arms stretched high overhead, the corners of grass and dandelion spurs catching on her lips. Then she would pull herself back up to the top, just to lie down on her side and roll down again, laughing and giggling at each bump in the long grassy expanse. But she should have known, she kept repeating to Ruben that night two months before, that night when she finally agreed to leave, she should have known from that first summer when instead of the dry still heat of

READING

Austin, and the pale blue sky, there was a morning and evening gray painted with a thick flat brush across the sky, she should have known that there wasn't really enough room in the city for her and hers.

She spent her first five summers in San Francisco wrapped in sweaters and thick socks. On the rare sunny two or three days they called a heat wave in the city, she would laugh as her friends complained about the heat, "You ain't never seen hot. Why, in Texas it gets so hot the cows sweat, and the people have to wear ice packs just to keep working. Why, in Texas it gets, oh a hundred and ten, a hundred and twenty almost every day. Why, in Texas . . ."

Whenever she'd start lying, although Dawa never called it lying, she always called it *explaining so you get it all the way*, her friend Sara would pinch her arm real hard. "Wake up, girl. We ain't in Texas and it don't get that hot there. I know cause my grandma comes from there, and she told me."

"Well, you ain't never been there, so you don't know!" Dawa would sass back and walk away mumbling to herself, "At least it was a real summer instead of the beginning of winter on the Fourth of July."

Yes, she should have known that whatever her parents came here to find wasn't inside San Francisco. Her mother always swore it was better here, that it had been a good move. Her father and mother had followed Uncle Lester and Aunt Lynette, who had come to work in the shipyards. Her Aunt Joline had come separately and worked as a stock clerk in one of the major department stores. All of them had spent years writing and calling Dawa's parents to tell them to come out to California where the living was easier and the opportunity broader. Finally, her parents decided they were tired of knocking heads in Texas, and came to California. After a few years, all the family was able to chip in together and buy a pair of flats on the edge of the Western Addition. After

that, Uncle Lester had actually left the docks and opened a barbecue restaurant called the Rib Pit, which catered to all the Texans that had migrated to the area and missed their own flavor of thick, biting, brown barbecue sauce, and enjoyed the particular way Lester had learned from his grandfather to boil the fat off and then slowly smoke the ribs. When he made enough money, he left the lower flat that he and Aunt Lynette shared with their twin daughters, Alice and Amy, and one son, Samuel, and moved his family out of Fillmore and over to Bayview, where, as Lester was fond of saying, the sun shined more often, and you could walk for blocks and blocks.

Dawa remembered growing up as a kaleidoscope of sounds, and tastes, and people. You could travel the globe and still be in the inside of San Francisco. If you went east, towards the Bay, you could ride on your bus ticket to China—well, Stockton Street and Kearny Street—but it was China to Dawa. The streets smelled like soy sauce and raw fish and plum sauce. Signs were in Chinese, and English was the foreign language there. On the other hand, going deep into Mission would find you in Mexico, with fresh-baked pan dulce and the sounds of brass horns and the click of boot heels on the pavement and lots of Spanish. She rarely went to the Richmond District. That was when mostly white people lived there. White Russians, her aunt Joline had told her, weren't communist like the Red Russians. But the Red Russians weren't any more Red than the White Russians were white. They just "thought red," her aunt had explained. Some of the White Russians even claimed to be royalty, her aunt had said. Dawa didn't know.

Of course, Fillmore, where she lived, was the place to be. Leonard's had the best barbecue, next to her uncle's, but his was way across the city, and Leonard's was right there. Besides, sometimes Leonard would give her a corner of hot link with a corn muffin just because he saw her with her nose pushed up against the glass, breathing in the sauce smells. And then, of

READING

course, there was the Princess Theater with its high balcony and thick cushioned seats. And her mother's friend's dress shop, and the fish store. There was one man who always teased her about the tight braids she wore, but always gave her mother the freshest of fish.

MULTIPLE-CHOICE ITEMS

A.1.4.1

8. According to the passage, Dawa's family moves from Texas because they
- A prefer the cooler weather in San Francisco.
 - B want to learn about different cultures.
 - * C expect to find more opportunities in San Francisco.
 - D want to open a barbecue restaurant in San Francisco.

A.1.3.1

9. Read the sentence from the passage.

"You could travel the globe and still be in the inside of San Francisco."

What does this sentence most likely mean?

- A San Francisco is an incredibly large city.
- B Neighborhoods in San Francisco are very far apart.
- * C People from many different cultures live in San Francisco.
- D Hills in San Francisco make residents feel they are walking around the world.

A.1.3.1

10. The author's repetition of the phrase "she should have known" allows the reader to conclude that
- A Dawa is not very observant.
 - B the climate in San Francisco bothers Dawa.
 - C Dawa is the youngest of all her siblings.
 - * D something unexpected is going to happen to Dawa.

READING

B.2.1.1

11. Read the quotation from the passage.

“ . . . sailboats sat like little puffs of cotton drifting across the water. . . ”

The simile in the quotation

- A emerges in Dawa’s dreams.
- B makes Dawa think of outer space.
- C reminds Dawa of hot summers.
- * D influences Dawa’s impression of the Bay.

B.1.1.1

12. Based on information in the passage, which word **best** describes Dawa?

- A forgetful
- B bashful
- * C perceptive
- D reliable

B.1.1.1

13. Which statement **best** establishes the mood of unfulfillment in the passage?

- A “Two nights after they got there, Dawa’s father had loaded the family back into the car to go and see the Golden Gate Bridge.”
- B “When her sister Elise took her to the park, she would go to the top of the hill and then lie down and roll to the bottom . . .”
- C “It was just like the picture postcards her Aunt Joline had sent to her three and four times a year since she had learned how to read.”
- * D “In retrospect . . . when she first saw that the bridge wasn’t gold at all, but a bright garish orange, it should have told her something.”

PASSAGE 3

Read the following passage about money. Then answer questions 14–19 in your answer booklet.

Electric Money

by Robert Cringely

What is Money?

Economists define money to be any commodity that is used as a “means of payment,” whatever we exchange for the goods and services that we buy. Another important role that money plays is to act as a “unit of account.” This means that the prices of all other commodities are measured in terms of money.

Throughout history, many different commodities have served as money. Native Americans in what we now know as New England used wampum (shells); early Virginia settlers used tobacco leaves. Western Europe evolved a system of money based on gold and silver coins. Through their colonies, the gold standard spread to most of the world by the end of the 19th century.

Money Today

Currencies today are no longer backed by gold or anything else of intrinsic value. Instead, we accept dollars simply because we are confident that we can use them to buy things. That confidence is inspired partly because money is “legal tender,” meaning that the government says it can be used to pay debts, but mostly by our knowledge that others are confident enough to accept dollars as payment. As some developing countries have learned recently, that confidence can be fragile and hard to recover once it is lost.

Money can take several physical forms.

Economists define the money supply to include a set of assets that are either used to make payments or that can cheaply and easily be converted into something that can make payments. This includes currency and coin, as well as bank deposits such as checking accounts that can be used for transactions.

Why Did Money Develop?

Think about what economic life would be like without money. The author is an economics teacher. Let’s say he wants to watch a hockey game. In a monetary economy, he can buy a ticket with money. All of the people involved in putting on the hockey game are willing to accept his money because they know they can spend it. If there were no money, the teacher would have to barter directly with each of them. Unless he could find two teams, referees, and an arena owner that wanted economics lessons, he would be out of luck!

Barter transactions can only occur where there is a “double coincidence of wants”: the seller must have something the buyer wants and the buyer must have something the seller wants in return. This became increasingly difficult as economies became more complex, which led to the use of one commodity as money.

READING

How Money Evolved

A good money must be valuable, portable, easy to identify, durable, and divisible. There are stories of a vast variety of goods being used as money in primitive cultures: shells, stones, beads, plants, and animal hides. Some of these commodities were better money than others, but the most effective money turned out to be precious metals.

Development of Paper Money

Economists trace the origins of paper money and deposit banking to the practice of depositing gold and coins with goldsmiths for safekeeping in exchange for a paper receipt. People soon discovered that it was easier to exchange the receipts than to take them to the goldsmith, redeem them for gold, exchange the gold for other goods, then have the seller redeposit the gold and get another receipt.

Goldsmiths became bankers in the modern sense when they realized that they did not need to keep all of the gold in the vault to back their outstanding receipts. Instead they could lend out some of their gold, keeping only a fractional reserve in the form of gold.

Convertible Paper Money

When the government or a bank promises to redeem the full value of a piece of paper money in a valuable commodity (usually gold or silver), the money is convertible. Before the Great Depression of the 1930s, most currencies were directly convertible into gold. Convertibility was sometimes suspended temporarily during wars or depressions. The Great Depression of the 1930s and World War II immediately afterward was a long period during which convertibility was suspended. The Bretton Woods system that emerged after World War II was one of indirect convertibility.

The End of Convertible Money

In the 1960s, the United States began issuing more dollars than it could back with its gold stock. The resulting inflation put stresses on the world monetary system. In 1971, the United States ended gold convertibility. All major currencies are now unbacked fiat money.¹ If you take a dollar to the U.S. government, all they will give you for it is another dollar bill.

People are willing to accept fiat money as long as they expect others to take it. Thus, our monetary system is now built on faith: everyone has agreed that dollars are money, therefore they are.

¹ Fiat money—money that is declared legal by a government, but cannot be converted into gold or silver.

READING

MULTIPLE-CHOICE ITEMS

B.3.3.2

14. The purpose of the first paragraph of the passage is to
- A explain why governments issue money.
 - B analyze the development of money.
 - * C offer a definition of money.
 - D compare different types of money.

A.2.3.1

15. Money acts as a unit of account to
- A make it easier to decide which product to buy.
 - * B allow products to be compared on the same scale.
 - C demonstrate that money is no longer backed by gold.
 - D provide an easy way to remember the value of a product.

A.2.4.1

16. What is the main idea of the section titled “Why Did Money Develop?”
- A Everyone agrees that money is valuable.
 - * B Bartering is more difficult than trading money in a complex economy.
 - C Many commodities have been used as money.
 - D Economists define money as a commodity used to make payments.

A.2.3.1

17. The passage indicates that the United States dollar was one of the first major currencies to be issued
- A in the form of paper.
 - * B without the backing of gold.
 - C instead of barter transactions.
 - D with convertibility into gold.

READING

A.2.3.2

18. Which statement from the passage **best** supports the idea that currency is valuable because of our confidence in it?
- A “All major currencies are now unbacked fiat money.”
 - B “Throughout history, many different commodities have served as money.”
 - * C “People are willing to accept fiat money as long as they expect others to take it.”
 - D “A good money must be valuable, portable, easy to identify, durable, and divisible.”

B.3.3.2

19. Why does the author organize the majority of the subtopics in chronological order?
- * A to show how money has changed throughout history
 - B to highlight the most important characteristics of money
 - C to show similarities between different types of money
 - D to explain why certain forms of money are better than others

PASSAGE 4

Read the following passage about an inventor. Then answer questions 20–27 in your answer booklet.

Necessity Is the Mother of Invention

by Pagan Kennedy

Striding down a hallway at M.I.T.,¹ Amy Smith has a bucket in one hand and a length of string in the other. The brain behind such creations as the phase-change incubator, she is on her way to the Charles River to retrieve some dirty water for her next class. As she lopes along, Smith describes the ordeals of testing water in remote villages. Her words spurt out. She’s a woman on fast-forward, and she does not so much talk as download information.

In a culture that hails mobile phones and plasma-screen televisions as the great innovations of our time, Smith is gloriously out of step. She designs medical devices and labor-saving machines for people who live at the far end of dirt roads in Africa. Her inventions cost anywhere from a few hundred dollars to a few pennies. “You can’t understand how important a grain mill is,” she says, “until you’ve spent three hours pounding grain and gotten a cup and a half of flour.” It is this kind of understanding—of tedium, of tired muscles, of hunger pangs—that Smith brings to her work.

Students gather around a huge, black-topped slab of a table in Smith’s “D-lab” class. It’s the first semester of design lab, and these undergrads are learning about the politics of delivering technology to poor nations, how to speak a little

Creole and the nitty-gritty of mechanical engineering; during the mid-semester break, they will travel to Haiti, Brazil or India. There, they will act as consultants in remote villages, helping locals solve technical problems. Oh, yes, and the students will also test village drinking water for dangerous bacteria.

Today, Smith is training them to do that. Using a small pump, the students draw the Charles River water through a filter. Smith points to a piece of the testing rig—what looks like a silver barbell. “This test stand costs \$600,” she says. “Personally, I find that offensive.” When the students work in the field, she says, they will be using a far cheaper setup—one that she patched together herself for about \$20, using a Playtex baby bottle. “You can do a lot more testing for the same amount of money.”

Now the students have made cultures of Charles River water in petri dishes. The next step is to incubate the petri dishes for an entire day at a steady temperature. But how do you pull that off in a lean-to in Haiti, with no electricity for miles around? Again, Smith has a solution. She passes around a mesh bag of what appears to be white marbles. The “marbles” contain a chemical that, when heated and kept in an insulated environment, will stay at a steady 37 degrees Celsius for 24 hours. The balls are the crucial ingredient in one of Smith’s inventions—a phase-change incubator that requires no electricity. The design won her a 1999 Collegiate Inventors

¹ M.I.T.—Massachusetts Institute of Technology, a university in Cambridge, MA

READING

award. She says she hopes that the Centers for Disease Control and Prevention will soon endorse her incubator. "From there it's not a big step to go to the Red Cross," she says. One day it could be a key piece of equipment at rural health clinics, where doctors depend on intermittent electricity or none at all. Smith has founded a company to handle the exigencies of getting her incubators up and running and out into the field. "I have 6,000 of these balls on their way here from China as we speak," she says.

A few weeks from now, Smith will give her students one of their toughest lessons in the gaps between first world and third. The students will spend a week surviving on \$2 a day in Cambridge—the equivalent of what the average Haitian earns. Last year, Jamy Drouillard, who was a teacher's assistant for Smith's class, performed the assignment along with his students. Drouillard grew up in Haiti, but that didn't give him any special edge. He laughs, remembering his chief mistake. "I bought a bunch of Ramen noodles, a packet of hotdogs, a bunch of spaghetti and some ketchup," he says. "It got sickening after Day 3. Actually, before Day 3. I should have mixed and matched instead of buying five boxes of spaghetti. In Haiti, people come up with creative ways of varying their food intake." He said the assignment drove home Smith's point quickly: living at subsistence level requires enormous creativity. The African farmwoman who finds a way to make a scrap of land yield enough cassava root for her family is as much an inventor as any M.I.T.-trained engineer.

In the late 1980s, as a Peace Corps volunteer, Smith was stationed in Ghanzi, then a backwater of Botswana, down a dirt road that could take as long as three days to travel. "Nobody wanted to live there," she says.

In 1987, Smith returned home to Lexington, Massachusetts, for her mother's funeral.

Wandering through a supermarket after the service, she marveled at the lunacy of her own country: an entire aisle just for soup? It seemed impossible to bridge the gap between America and Botswana.

About a year later, Smith was gazing out the window of her room, studying the expanse of the Kalahari Desert pocked by thorn bushes. Suddenly, she says, she understood the arc of her life: she would learn how to be an engineer and bring her skills to a place like this. So she applied to graduate programs and ended up at M.I.T. in 1990.

Sometime after she got there, a professor suggested that she try to solve a problem that troubles people who live in rural Africa. It involves the hammer mill, a no-frills, motorized grain mill that women use to grind sorghum or millet into flour. The hammer mill can do a job in just a few minutes that might otherwise take hours, which makes it a hotly coveted item in developing nations. But there's a built-in flaw: the mill uses a wire-mesh screen. When that screen breaks, it cannot easily be replaced, because parts like that are scarce in Africa and not easy to fabricate. So for lack of a wire screen, grain mills often end up in the corner of a room, gathering dust.

What was needed was something that could not only match the efficiency of the hammer mill but also use materials available to a blacksmith in Senegal. A group of M.I.T. students had come up with some ideas, but Smith, who had ground sorghum by hand in Botswana, knew they weren't fast enough. So she devised a system based on an elegantly simple element: air. She redesigned the machine to use the air passing through the mill to separate particles. The smaller ones—a.k.a. flour—get carried out while the larger ones stay behind. The resulting machine would cost a quarter of what its predecessors had and use far less energy.

READING

Smith, of course, aims to design such hidden-in-plain-sight tools and deliver them to the needy. But she also wants to change people's understanding of what it means to be an inventor. To this end, she is a cofounder of the Ideas (Innovation Development Enterprise Action) competition at M.I.T.; students work with a community partner to solve a problem for the disenfranchised. Last year's winners, for instance, included a team that developed a kit for removing land mines so that farmers in places like Zimbabwe no longer have to improvise with hoes and rakes.

Success in the Ideas competition, as well as in the kind of design that Smith pursues, requires humility, because your masterpiece may end up looking like a bunch of rocks or a pile of sand. And since you'll be required to do extensive fieldwork to understand the problem you're solving, it also demands the skills of an experienced Peace Corps volunteer, someone who remains cheerful even when the truck breaks down and the food runs out.

Women have the advantage here, unlike other branches of engineering. "In Africa," Smith says, "the women are the farmers. Women invented domesticated crops. If you're talking to the right people, they should be a group of elderly women with their hair up in bandannas."

As improbable as it may sound, Smith's brand of invention is moving into the mainstream. That is because her clients—the disenfranchised in Africa, Haiti, Brazil, and India—are increasingly able to secure loans. The concept of microfinance, which first took off in the 1970s in Bangladesh, has gathered force throughout the developing world, giving impoverished people the capital they need to start small businesses and buy materials. According to Elizabeth Littlefield of the Consultative Group to Assist the Poor, a microfinance group within the World Bank, the

integration of tiny loan-making operations into mainstream banking could bring billions of new consumers into the global marketplace over the next few decades. There have already been some surprising strides made. In India, for example, banks have set up solar-powered kiosks in out-of-the-way villages, giving clients access to financial services in places where there is not even electricity. But what will they invest in? The rural poor will need machines designed for their needs. And that will, in turn, create demand for new kinds of technologies.

In a barbecue pit near the M.I.T. student center, pale blue smoke streams out of a trash can and twists in the direction of the tennis courts. It smells of caramel. Shawn Frayne, a gangly guy with a shock of black hair, sticks a lighter down into the can. He's trying to get a fire going. He holds up one of his finished products—a piece of charcoal that looks like a jet-black hamburger patty. It's made out of the parts of the sugarcane that aren't edible—that is, trash. These humble wads could help to solve a number of problems in Haiti: poor people would be able to make their own charcoal rather than having to pay for the prefab variety, forests would no longer have to be cut down to make wood charcoal and local entrepreneurs could use the recipe to set up small businesses.

Frayne graduated from M.I.T. last year. He volunteered to put finishing touches on several inventions that Smith's design class started last year. "I learned in an economics class that if someone has a good idea and they can implement it in a third-world country, they can dramatically change the economy of the country," Frayne says. "I was surprised by how much technology can affect the well-being of a people."

Smith herself stands by, trying to keep the wind from whipping her blond hair into her face. "We're working on a portfolio of designs like this

READING

charcoal that we can show to the Peace Corps or to N.G.O.s,² groups that are trying to help people start up small businesses,” she says.

Frayne ducks down, pointing to the base of the trash can. “If we were in Haiti, we’d use dirt to seal up the bottom of the can,” he says. “But I couldn’t find any dirt around here, so I used duct tape.”

Smith nods approvingly. “In Cambridge, duct tape is the equivalent of dirt,” she says. She loves duct tape and all it stands for. She knows how to make a hammock and a kaleidoscope out of duct tape. It’s a very useful material, no doubt, but if she were on her \$2-a-day budget, she’d probably have to buy it on layaway.

² N.G.O.—nongovernmental organization

MULTIPLE-CHOICE ITEMS

A.2.3.1

20. Smith would most likely agree with which statement?
- A Creativity is often rewarded by financial success.
 - * B Innovations do not have to be sophisticated to be effective.
 - C Volunteering in another country develops leadership skills.
 - D Getting an education is not a useful means to helping others.

A.2.4.1

21. According to the passage, which need did the phase-change incubator fulfill?
- A heating food in homes without electricity
 - B filtering water to make it consumable
 - C filtering grain particles to make flour
 - * D heating cultures in clinics without electricity

B.1.1.1

22. Which statement **best** explains the relationship between the setting and Smith’s work as an inventor?
- A Smith has to consider how her innovations impact the environment.
 - B Smith creates new technologies that do not require water.
 - C Smith focuses her inventions on improving soil conditions.
 - * D Smith considers the availability of resources for her inventions.

READING

A.2.2.2

23. Read the sentence from the passage.

“One day it could be a key piece of equipment at rural health clinics, where doctors depend on intermittent electricity or none at all.”

What does the word intermittent most likely mean?

- A timely
- B informal
- * C irregular
- D concentrated

A.2.3.2

24. Which example from the passage **best** supports the generalization that poverty inspires creativity?

- A A pump filters water through a silver barbell.
- * B An African farmwoman produces a large crop on a small piece of land.
- C A hammer mill grinds sorghum into flour in a few minutes.
- D People in Haiti use prefabricated charcoal.

A.2.4.1

25. Which statement **best** explains how microfinance would impact people of poor countries?

- A Microfinance would provide for the basic needs of people without electricity.
- B Microfinance would provide funds for people who want to bring businesses to impoverished countries.
- C Microfinance would pay people who want to bring new technologies to third-world countries.
- * D Microfinance would provide loans to impoverished people who want to start small businesses in third-world countries.

B.1.1.1

26. One theme of the passage is that people can use simple innovations to improve the lives of the impoverished. How do Smith's actions reflect this theme?

- * A She became cofounder of the Ideas competition.
- B She insisted that her students survive on two dollars a day.
- C She makes sure her students learn to speak Creole.
- D She was a Peace Corps volunteer stationed in Ghanzi.

READING

OPEN-ENDED ITEM

B.1.1.1

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

[illegible]

READING

ITEM-SPECIFIC SCORING GUIDELINE

Item # 27

This item will be reported under Category B, Interpretation and Analysis of Fictional and Nonfictional Text.

Assessment Anchor:

B.1 Understand components within and between texts.

Specific Eligible Content addressed by this item:

B.1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within fiction or literary nonfiction text:

Character

Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of understanding character traits by explaining how Smith fits the description of being “gloriously out of step,” using at least three examples from the passage in the explanation.
2	demonstrates partial knowledge of understanding character traits by explaining how Smith fits the description of being “gloriously out of step.” (Example: Student uses two examples from the passage to imply how Smith fits the description of being “gloriously out of step” without explicitly explaining how Smith fits the description.)
1	demonstrates incomplete knowledge of understanding character traits by explaining how Smith fits the description of being “gloriously out of step.” (Example: Student explains how Smith fits the description of being “gloriously out of step” without using any examples from the passage in the explanation.)
0	gives a response that provides insufficient material for scoring or is inaccurate in all aspects.
Non-scorable	BLK (blank)... No response or written refusal to respond or response too brief to determine response OT..... Off task/topic LOE..... Response in a language other than English IL..... Illegible

Example—Top Scoring Response (3 Points):

Explanation and Examples
Smith is “gloriously out of step” because she is not concerned with making a lot of money and designs simple and cheap engineering solutions for poor people rather than gadgets that would be very profitable in wealthy economies (“She always thinks of things to help the disenfranchised.”). The designs she pursues are not flashy (“ . . . may end up looking like a pile of sand”).

READING

OPEN-ENDED ITEM RESPONSES

B.1.1.1 Response Score: 3

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

<p>Amy Smith could be described as "gloriously out of step" for many reasons. One is that she cares so much for the needy and poor countries and doesn't get caught up in the media and excessiveness of most Americans. She was a member of the Peace Corps and still regularly visits third-world countries. This helps her be better in tune with the people there and she knows what exactly it is they need. She is part of Idea corporation and is always looking and thinking of new inventions to aid the disenfranchised. Smith is becoming well known for her flour mill invention and she's not stopping there. When Smith came back to America from Ghanzi she noticed that our super-markets had a whole aisle just for soup. This notion seemed ridiculous to her because she had learned to be satisfied with what little she could provide for herself. These qualities make Smith seem "out of step" in our American culture, but for the the people in Botswana she is "gloriously in step", and rightfully so.</p>	
<div style="border: 1px solid black; background-color: #f0f0f0; padding: 10px; margin: 5px 0;"> <p>The student has given a complete answer to the task by explaining how Smith fits the description of being “gloriously out of step” (“she cares so much for the needy and poor countries and doesn’t get caught up in the media and excessiveness of most Americans”), using three examples from the passage (“[she] still regularly visits third-world countries. This helps her be better in tune with the people there. . .,” “She is part of Idea corporation and is always looking and thinking of new inventions to aid the disenfranchised” and “Smith is becoming well known for her flour mill invention and she’s not stopping there”) in the explanation.</p> </div>	

READING

B.1.1.1 Response Score: 2

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

Smith was not like other people. She was an inventor Just waiting to come out. the description of being gloriously out of step means to me a step ahead from others.

Smith designed a medical device and a labor saving machine for people who live at the far end of dirt roads in Africa. The inventions that she make cost a couple hundred dollar to a couple of pennies.

The student has given a partial answer to the task by explaining how Smith fits the description of being “gloriously out of step” (“the description of being gloriously out of step means to me a step ahead from others”), using at least two examples in the explanation (“Smith designed a medical device an a labor saving machine for people who live at the far end of dirt roads in Africa” and “the inventions that she make cost a couple hundred dollar to a couple of pennies”).

READING

B.1.1.1 Response Score: 2

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

One way that Smith is “gloriously out of step” is instead of thinking about bettering Americas technology she is designing machines for people who live in Afria or Haiti. She teaches at MIT and asks her students to live on two dollars a day like the average pay of a Haitian. Smith developed a faster, better way for people grind their Flour because their screens kept breaking on the other ones & were hard to replace.

The student has given a partial answer to the task by explaining how Smith fits the description of being “gloriously out of step” (“instead of thinking about bettering Americas technology she is designing machines for people who live in Afria or Haiti”), using two examples from the passage (“asks her students to live on two dollars a day like the average pay of a Haitian” and “Smith developed a faster, better way for people grind their flour because their screens kept breaking on the other ones & were hard to replace”) in the explanation.

READING

B.1.1.1 Response Score: 1

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

Smith fits the description of being “gloriously out of step” because she develops medical devices for people in rural areas in Africa. Ultimately she is deficient for the disenfranchised people today.

The student has given an incomplete answer to the task by using one example from the passage (“she develops medical devices for people in rural areas in Africa”) to imply how Smith fits the description of being “gloriously out of step” without explicitly explaining how Smith fits the description.

READING

B.1.1.1 Response Score: 1

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

She is 'out of step' because she is appreciating things and living unlike us Americans do. She is helping 3rd world

The student has given an incomplete answer to the task by giving a general statement on how Smith fits the description of being “gloriously out of step” (“she is appreciating things and living unlike us Americans do”) without using any examples to support the statement.

READING

B.1.1.1 Response Score: 0

27. Explain how Smith fits the description of being “gloriously out of step.” Use at least three examples from the passage in your explanation.

What Smith description of being gloriously out of step, what he's trying to say is that he wants to make an invention and just to make money off of it.

The student's response is inaccurate in all aspects.

PASSAGE 5

Read the passage below about astronaut Shannon Lucid, who grew up during the time of the cold war between the United States and the former Soviet Union. She marvels at the unlikely scenario that brought Americans and Russians together in space. Then answer questions 28–33 in your answer booklet.

Six Months on Mir

by Shannon W. Lucid

For six months, at least once a day, and many times more often, I floated above the large observation window in the Kvant 2 module of Mir and gazed at the earth below or into the depths of the universe. Invariably, I was struck by the majesty of the unfolding scene. But to be honest, the most amazing thing of all was that here I was, a child of the pre-Sputnik, cold war 1950s, living on a Russian space station. During my early childhood in the Texas Panhandle, I had spent a significant amount of time chasing windblown tumbleweeds across the prairie. Now I was in a vehicle that resembled a cosmic tumbleweed, working and socializing with a Russian air force officer and a Russian engineer. Just 10 years ago such a plot line would have been deemed too implausible for anything but a science-fiction novel.

In the early 1970s both the American and Russian space agencies began exploring the possibility of long-term habitation in space. After the end of the third Skylab mission in 1974, the American program focused on short-duration space shuttle flights. But the Russians continued to expand the time their cosmonauts spent in orbit, first on the Salyut space stations and later on Mir, which means “peace” in Russian. By the early 1990s, with the end of the cold war, it seemed only natural that the U.S. and Russia should cooperate in the next major step of space exploration, the construction of the International Space Station. The Russians formally joined the

partnership—which also includes the European, Japanese, Canadian, and Brazilian space agencies—in 1993.

The first phase of this partnership was the Shuttle-Mir program. The National Aeronautics and Space Administration (NASA) planned a series of shuttle missions to send American astronauts to the Russian space station. Each astronaut would stay on Mir for about four months, performing a wide range of peer-reviewed science experiments. The space shuttle would periodically dock with Mir to exchange crew members and deliver supplies. In addition to science, NASA’s goals were to learn how to work with the Russians, to gain experience in long-duration spaceflight and to reduce the risks involved in building the International Space Station. Astronaut Norm Thagard was the first American to live on Mir.

My involvement with the program began in 1994. At that point, I had been a NASA astronaut for 15 years and had flown on four shuttle missions. Late one Friday afternoon I received a phone call from my boss, Robert “Hoot” Gibson, then the head of NASA’s astronaut office. He asked if I was interested in starting full-time Russian-language instruction with the possibility of going to Russia to train for a Mir mission. My immediate answer was yes. Hoot tempered my enthusiasm by saying I was only being assigned to study Russian. This did not necessarily mean I would be going to Russia, much less flying on

READING

Mir. But because there was a possibility that I might fly on Mir and because learning Russian requires some lead time—a major understatement if ever there was one—Hoot thought it would be prudent for me to get started.

I hung up the phone and for a few brief moments stared reality in the face. The mission on which I might fly was less than a year and a half away. In that time I would have to learn a new language, not only to communicate with my crewmates in orbit but to train in Russia for the mission. I would have to learn the systems and operations for Mir and Soyuz, the spacecraft that transports Russian crews to and from the space station. Because I would be traveling to and from Mir on the space shuttle, I needed to maintain my familiarity with the American spacecraft. As if that were not enough, I would also have to master the series of experiments I would be conducting while in orbit.

It is fair at this point to ask, “Why?” Why would I wish to live and work on Mir? And from a broader perspective, why are so many countries joining together to build a new space station? Certainly one reason is scientific research. Gravity influences all experiments done on the earth except for investigations conducted in drop towers or on airplanes in parabolic flight. But on a space station, scientists can conduct long-term investigations in an environment where gravity is almost nonexistent—the microgravity environment. And the experience gained by maintaining a continuous human presence in space may help determine what is needed to support manned flights to other planets.

From a personal standpoint, I viewed the Mir mission as a perfect opportunity to combine two of my passions: flying airplanes and working in laboratories. I received my private pilot’s license when I was 20 years old and have been flying ever since. And before I became an astronaut, I was a biochemist, earning my Ph.D. from the University of Oklahoma in 1973. For a scientist who loves flying, what could be more exciting than working in a laboratory that hurtles around

the earth at 17,000 miles (27,000 kilometers) per hour?

After three months of intensive language study, I got the go-ahead to start my training at Star City, the cosmonaut training center outside Moscow. My stay there began in January 1995, in the depths of a Russian winter. Every morning I woke at five o’clock to begin studying. As I walked to class I was always aware that one misstep on the ice might result in a broken leg, ending my dreams of a flight on Mir. I spent most of my day in classrooms listening to Mir and Soyuz system lectures—all in Russian, of course. In the evenings I continued to study the language and struggled with workbooks written in technical Russian. At midnight I finally fell exhausted into bed.

I worked harder during that year than at any other time in my life. Going to graduate school while raising toddlers was child’s play in comparison. (Fortunately, my three children were grown by this point, and my husband was able to visit me in Russia.) At last, in February 1996, after I had passed all the required medical and technical exams, the Russian spaceflight commission certified me as a Mir crew member. I traveled to Baikonur, Kazakhstan, to watch the launch of the Soyuz carrying my crewmates—Commander Yuri Onufriyenko, a Russian air force officer, and flight engineer Yuri Usachev, a Russian civilian—to Mir. Then I headed back to the U.S. for three weeks of training with the crew of shuttle mission STS-76. On March 22, 1996, we lifted off from the Kennedy Space Center on the shuttle *Atlantis*. Three days later the shuttle docked with Mir, and I officially joined the space station crew for what was planned to be a four-and-a-half-month stay.

READING

MULTIPLE-CHOICE ITEMS

B.1.1.1

28. Shannon Lucid's description of her preparation activities for the Mir mission shows her
- A enjoyment of cold Russian winters.
 - B talent for learning the Russian language.
 - * C determination to learn Mir and Soyuz systems.
 - D interest in spending more time studying at Star City.

A.2.4.1

29. Which would be the **best** alternate title for this passage?
- * A "Preparing For a Long Trip in Space"
 - B "How Space Travel Ended the Cold War"
 - C "The Future of Manned Space Exploration"
 - D "How the International Space Station Got Built"

A.2.4.1

30. What is unusual about the experiments conducted in drop towers or on airplanes in parabolic flight?
- A They are carried out over long periods of time.
 - B They eliminate the need for space exploration.
 - * C They are less affected by the influence of gravity.
 - D They improve long-duration spaceflight.

A.2.3.1

31. What does the name "Mir" suggest about the future of space exploration?
- A The missions shared by joint partnerships will be safe.
 - * B Astronauts from different countries will work cooperatively.
 - C Russian and American space programs will compete with each other.
 - D Future missions will solve the problems of long-term habitation in space.

READING

A.2.4.1

32. Which statement is supported by information in the passage?
- A Focusing on short-duration space flights was a mistake for NASA.
 - B The end of the cold war meant more money for space exploration.
 - C Astronauts from Europe, Japan, and Canada have spent time on Mir.
 - * D Space stations are useful for conducting experiments in microgravity.

READING

OPEN-ENDED ITEM

B.1.1.1

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

[illegible]

READING

ITEM-SPECIFIC SCORING GUIDELINE

Item # 33

This item will be reported under Category B, Interpretation and Analysis of Fictional and Nonfictional Text.

Assessment Anchor:

B.1 Understand components within and between texts.

Specific Eligible Content addressed by this item:

B.1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within fiction and literary nonfiction:

Character:

Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/ feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of understanding character traits by identifying two personality traits displayed by the author and by explaining how each trait made the author a good candidate for the Shuttle-Mir program using details from the passage.
2	demonstrates partial knowledge of understanding character traits displayed by the author. (Example: Student identifies two personality traits displayed by the author and uses an example from the passage to explain how one trait identified made the author a good candidate for the Shuttle-Mir program.)
1	demonstrates incomplete knowledge of understanding character traits displayed by the author. (Example: Student identifies one personality trait displayed by the author and uses an example from the passage to explain how the one trait identified made the author a good candidate for the Shuttle-Mir program.)
0	has given a response that provides insufficient material for scoring or is inaccurate in all respects.
Non-scorable	BLK (blank)... No response or written refusal to respond or response too brief to determine response OT..... Off task/topic LOE..... Response in a language other than English IL..... Illegible

Example—Top Scoring Response (3 Points):

Character Traits with Examples
The author is determined and smart. Shannon Lucid had been a NASA astronaut for 15 years when she was asked if she would be interested in learning Russian in preparation for a Mir mission. After three months, she moved to the cosmonaut training center outside Moscow. There she studied from 5:00A.M. to midnight to learn about the Mir and Soyuz systems. Once she successfully completed system training, she returned to the U.S. for three weeks of training with the crew of shuttle mission STS-76. Only an extremely determined and smart person would complete such a time-consuming, technical, intensive program.

READING

OPEN-ENDED ITEM RESPONSES

B.1.1.1 Response Score 3

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

Many people, after leaving college and acquiring a job, no longer thirst for knowledge. However, it was her willingness to learn that made Shannon Lucid an excellent candidate for the Shuttle-Mir program. Not only would she have to learn Russian in only one year, but she would also have to learn the many systems and operations for Mir and Sayuz; the spacecraft that transports crews to the station. Along with these requirements, Shannon would have to remain familiar with American spacecrafts as she would fly in one to and from the station. The passion she shared for learning all of these things put Shannon in perfect position to fly with Russians.

Another trait of much value to the program was her outstanding work ethic. Shannon worked hard her entire life and managed to attend graduate school while raising three toddlers. She also worked very hard learning everything while in Russia. "I worked harder during that year than at any other time in my life." This hard work would be welcomed on any space mission.

The student has given a complete answer by identifying two personality traits displayed by the author ("willingness to learn" and "outstanding work ethic") and by explaining how **each** trait made the author a good candidate for the Shuttle-Mir program, using details from the passage ("Not only would she have to learn Russian in only one year, but she would also have to learn the many systems and operations for Mir and Sayuz" and "She also worked very hard learning everything while in Russia. 'I worked harder during that year than at any other time in my life'").

READING

B.1.1.1 Response Score 2

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

She was willing to do new things. She had a passion for science, and flying airplanes. The Mir program opened up another opportunity for her. She was willing to learn a whole new language. She was also determined that she one day would be part of the Mir program. ✓

The student has given a partial answer by identifying two personality traits displayed by the author ("willing to do new things" and "determined") and by explaining how one trait identified made the author a good candidate for the Shuttle-Mir program, using details from the passage ("She was willing to learn a whole new language").

READING

B.1.1.1 Response Score 2

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

Dedication, because he stuck with it. He was patient and waited for 15 years before he even got to start training. He went to language classes to learn Russian. He learned how to run the Soyuz and Mir systems. Taking time from family and friends to do this. For a once in a life time chance to go off the planet and be on of the few people to go to space.

The student has given a partial answer by identifying one personality trait displayed by the author ("Dedication") and by explaining how this trait made the author a good candidate for the Shuttle-Mir program ("He went to language classes to learn Russian. . . . Taking time from family and friends to do this") and by using details from the passage to imply an explanation of a second personality trait displayed by the author ("He learned how to run the Soyuz and Mir systems").

READING

B.1.1.1 Response Score 1

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

The author was a good candidate because he had courage. He show's courage by going up to space and by going to a new country to learn Russian.

READING

B.1.1.1 Response Score 1

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

She learned how to run the experiments she would be conducting in on site.

The student has given an incomplete answer by using details from the passage to imply an explanation of a personality trait displayed by the author ("She learned how to run the experiments she would be conducting in orbit").

READING

B.1.1.1 Response Score 0

33. Identify at least two personality traits displayed by the author. Explain how **each** trait made the author a good candidate for the Shuttle-Mir program. Use details from the passage to support your response.

The Author talks good about America And Russia. He explains that Russian Astronots are equal to American Astronots. They are equal. The Author talks about the Cooperation of Russia with the U.S. And how there share ideas on their studies.

The student's response is inaccurate in all respects.

PASSAGE 6

Read the following editorials that present two perspectives on teenage driving. Then answer questions 34–44 in your answer booklet.

Teenage Driving

Student 1 Editorial

All too often society singles out teenagers as a group and makes unfair judgments about them. That has happened once again. This time new teenage drivers in most states are faced with a driving law that prohibits them from having more than one teenage passenger. Such a law is both needless and unjust.

Teenagers do not use their cars just for socializing with friends. We also use them to transport ourselves and our companions to work, to carry brothers and sisters to their activities, to go to volunteer activities where we give our time to help others. Why should those of us who are reliable and conscientious be penalized because a few teens take risks and have wrecks? The chances are excellent that those few will still engage in the same risks, law or no law, while those of us who are law-abiding pay the price. The mayor of our town, Ms. Ellen Price, is adamant that such a law is not necessary. She knows how helpful it is to parents to be able to depend upon one of their children to help with family responsibilities, and she knows that that requires mobility. She will not vote for this law.

Passenger restrictions also limit the social life of teenagers. At an age when we need to be developing our social skills, those of us without transportation will be condemned to sit at home and watch TV or play computer games. In addition, many of us participate in sports and after-school activities. Many of us have working parents.

Put the two together and we have a problem.

Our town does not have a public transportation system that is capable of taking the place of a car, so limiting the number of teen passengers in a car simply means that many of us will not be able to participate in important activities.

In addition, although teens are not yet experienced drivers, everyone knows that young people have quick reflexes, far better than those of the older people who are imposing this restriction upon us. Think about the athletes. They are not older people; they are the young, whose reflexes allow them to react swiftly and surely. A teenage driver has the physical reflexes that allow a rapid response to unexpected situations.

All of the students I know are signing a petition to demand that teenage drivers have no passenger restrictions. This is a violation of our rights and our freedom. It unfairly singles us out and penalizes us for our youth. It is un-American. We will not capitulate to the stereotypes adults have of us.

Student 2 Editorial

Teens sometimes have difficulty believing that anyone except us knows anything. Learning to drive is important to the independence of teenagers, but it is also a tremendous responsibility. Although having a law that keeps 16-year-old drivers from having more than one teenager in the car with them at first seems unfair, there are convincing reasons for this requirement. The law is for our own safety and that of others.

READING

Since automobile accidents are the greatest cause of harm for teens between the ages of 15 and 18, it is not surprising that teen driving is a matter of concern. According to the National Transportation Safety Board, serious automobile accidents in 2003 involved 7,884 drivers from 15 to 20 years of age and resulted in 9,088 deaths. The drivers accounted for a little more than a third of the fatalities. The Safety Board also states that each additional teenager in the car increases the risk of a wreck. As a result of such information, the District of Columbia and 26 states have passenger restrictions for young drivers in the provisional stage of licensing, and many states are considering doing so.

The Insurance Institute for Highway Safety reports that teens are four times more likely than older drivers to be involved in an automobile accident and three times more likely to be harmed in one. The Institute also reports that 16- and 17-year-old drivers are twice as likely to have an accident if they have two teenage friends in the car and four times as likely to have one if they have three or more teenage friends in the car with them. Fatal crashes of 16-year-old drivers involve the highest percentage of speeding, driver error, and number of passengers. This information is enough to cause any reasonable person to wonder about the wisdom of allowing new teen drivers to take a carload of friends anywhere, even if the law permits it.

A study at the National Institutes of Health indicates that the part of the human brain that controls judgment and evaluates the consequences of our actions might not be fully formed until the age of 25. Until this study, researchers had placed the age at 18. If this is true, it could explain the reckless behavior of many teens, behavior that often extends into their twenties. It also could be a strong reason for being cautious about the driving circumstances of young people.

This is not the only study that indicates such caution is necessary. One study at Temple University in Philadelphia examines the results of peer pressure in risky driving situations. The study, which uses a driving game, has an individual guide a car through a course, both alone and in the presence of friends. Three different age groups participated in the study: 13–16, 18–22, and 24 and older. Members of the oldest group showed caution whether driving alone or with friends present, but the two younger groups took more chances when they were with their friends. Furthermore, because these drivers were habituated to the noise and distraction of many passengers, they were unable to see their own mistakes. Once again, this is a good indication that a law restricting the number of teenagers in the car with a young driver is a good idea.

Limiting the passengers of a novice 16-year-old driver is a law made for the benefit of everyone involved. The driver will have the opportunity to become more experienced before adding the distraction of a carload of friends. Sensible teens will see that this law is a method of protecting themselves, their friends and family, and all the others who will encounter them on the highway. If they are patient and cautious, they will have the rest of their lives to drive a car filled with friends.

READING

MULTIPLE-CHOICE ITEMS

A.2.3.1

34. Which word **best** describes Student 1's attitude about teenage driving?
- A patient
 - * B confident
 - C reasonable
 - D unassuming

A.2.2.2

35. What does adamant mean as it is used in the Student 1 Editorial?
- A unwilling to admit
 - B unable to understand
 - C unable to convince others
 - * D unsusceptible to persuasion

A.2.4.1

36. When Student 1 writes, "Put the two together and we have a problem," the "two" refers to
- * A active teenagers and working parents.
 - B extracurricular activities and the social skills of teenagers.
 - C teenagers and highway safety workers.
 - D teenagers and the local public transportation system.

A.2.2.1

37. In which word does "re-" mean the same as it does in "react"?
- A realist
 - B reeree
 - C relic
 - * D reclaim

B.3.2.2

38. The weakness in the first editorial is that it relies too much on
- A factual information.
 - B irrelevant details.
 - C personal anecdotes.
 - * D sweeping generalizations.

A.2.2.2

39. What does capitulate mean as it is used in the Student 1 Editorial?
- A listen
 - B disagree
 - * C surrender
 - D correspond

READING

A.2.3.1

40. Student 2 would be most likely to agree with which statement?
- A The results of further scientific studies should be considered carefully before other passenger restriction laws are passed.
 - * B Too many deaths have occurred because of inexperience and overconfidence.
 - C The ability to be independent is a necessary part of growing up, so teens should be able to drive at an earlier age.
 - D Too many people are unwilling to participate in scientific studies about teenage driving habits.

A.2.3.2

41. In the Student 2 Editorial, which **best** supports the idea that young drivers are influenced by the presence of friends?
- A the observations of the mayor
 - * B the results of the study at Temple University
 - C the enactment of passenger restriction laws
 - D the results of the study at the National Institutes of Health

B.1.2.1

42. The authors of **both** editorials agree that
- A passenger restriction laws unjustly penalize teens.
 - B passenger restriction laws should be repealed.
 - * C driving is important to teenagers.
 - D driving requires patience.

B.1.2.1

43. With which statement would Student 1 and Student 2 most likely disagree?
- * A Teenagers' quick reflexes make them safe drivers.
 - B Certain laws treat teenagers and adults differently.
 - C Driving is important to a teenager's sense of independence.
 - D Some teenagers engage in risky behavior while driving.

READING

OPEN-ENDED ITEM

B.3.1.1

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

[illegible]

READING

ITEM-SPECIFIC SCORING GUIDELINE

Item # 44

This item will be reported under Category B, Interpretation and Analysis of Fictional and Nonfictional Text.

Assessment Anchor:

B.3 Understand concepts and organization of nonfictional text.

Specific Eligible Content addressed by this item:

B.3.1.1 Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of understanding how the use of facts is used to make a point by analyzing the effectiveness of Student 2's use of facts and statistics and by using at least two examples from the Student 2 Editorial to support the analysis.
2	demonstrates partial knowledge of understanding how the use of facts is used to make a point by analyzing the effectiveness of Student 2's use of facts and statistics. (Example: Student uses two examples from the Student 2 Editorial to imply an analysis of the effectiveness of Student 2's use of facts and statistics without explicitly analyzing the effectiveness of the use of facts and statistics.)
1	demonstrates incomplete knowledge of understanding how the use of facts is used to make a point by analyzing the effectiveness of Student 2's use of facts and statistics. (Example: Student analyzes Student 2's use of facts and statistics without using any examples from the Student 2 Editorial to support the analysis.)
0	gives a response that provides insufficient material for scoring or is inaccurate in all aspects.
Non-scorable	BLK (blank)...No response or written refusal to respond or response too brief to determine response OTOff task/topic LOEResponse in a language other than English IL Illegible

Example—Top Scoring Response (3 Points):

Analysis and Examples
Student 2 uses facts and statistics to support the argument that young drivers should have passenger restrictions, which is effective because it really makes you stop and think. Student 2 cites statistics from the National Transportation Safety Board that say 7,884 drivers in 2003 involved in serious accidents were ages 15 to 20. Another statistic Student 2 uses in the argument for younger driver restrictions is from the Insurance Institute for Highway Safety. This group said that teens are four times more likely to have a car accident than older drivers.

READING

OPEN-ENDED ITEM RESPONSES

B.3.1.1 Response Score: 3

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

I think Student 2's editorial will have more effect on the adults making the choose about teenage driving because facts and statistics he used point out all the teenage driving failures. Student 2 wrote that the National Transportation Safety Board said that in 2003, 7,884 drivers involved in accidents were 15 to 20 years old. This is a good statistic to make it look lik teenagers are reckless, it works alot better than just stating an opinion that teenagers are bad drivers.

A second fact he uses is the National Institutes of Health say the part of your brain that controls judgement and evaluates the consequences may not be fully developed until the age of 25. The fact is going to have some effect on the people voting on the law about limiting teenage drivers passengers.

The student has given a complete answer to the task by analyzing the effectiveness of Student 2's use of facts and statistics ("I think Students 2's editorial will have more effect on the adults making the choose about teenage driving because facts and statistics he used point out all the teenage driving failures") and by using two examples from the Student 2 Editorial ("... in 2003, 7,884 drivers involved in accidents were 15 to 20 years old" and "... the part of your brain that controls judgement and evaluates the consequences may not be fully developed until the age of 25") to support the analysis.

READING

B.3.1.1 Response Score: 2

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

Student 2 uses studies to show that caution in teen driving is necessary and it makes you realize the ~~fact~~ that an extra passenger can add distraction so the teen driver is more likely to be in an accident. He uses a study from the National Institute of Health that shows parts of the human brain and how certain things are not developed enough to do two things at once. This is how he/she uses facts and statistics in a very effective way.

The student provides a partial answer to the task by analyzing the effectiveness of Student 2's use of facts and statistics (" . . . it makes you realize the that an extra passenger can add distraction") and by using one example from the Student 2 Editorial ("He uses a study . . . that shows parts of the human brain and how certain things are not developed enough to do two things at once") to support the analysis.

READING

B.3.1.1 Response Score: 2

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

Student two used many facts to
help support the case. Student two pointed
out studies done by the Institute of Health and
Highway safety to show the irresponsibility and reasons why.
Student two made many points to
show the difference in teenage drivers
with peers in the car. Student two also
presented the study done by Temple University
to test drivers of the different age categories
and the evidence did show 24+ were able to
keep concentration. Student two used more proven
facts to support the claim and has presented
to show the facts to back each other up.
The student has given a partial answer to the task by using two examples from the Student 2 Editorial ("pointed out studies done by the Institute of Health and Highway Safety to show the irresponsibility and reasons why" and "presented the study done by Temple University . . . did show 24+ were able to keep concentration") to imply an analysis of the effectiveness of Student 2's use of facts and statistics without explicitly analyzing the effectiveness of the facts and statistics.

READING

B.3.1.1 Response Score: 1

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

Student 2 keeps saying that teenage drivers are the most common people to get into a wreck. They are also stating that all drivers that are 16 with a license can only have one passenger.

The student has given an incomplete answer to the task by using one example from the Student 2 Editorial (“Student 2 keeps saying that teenage drivers are the most common people to get into a wreck”) to imply an analysis of the effectiveness of Student 2’s use of facts and statistics without explicitly analyzing the effectiveness of the facts and statistics.

READING

B.3.1.1 Response Score: 1

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

I think that it was effectiveness because I believe that person was trying to make a point about how teenager drivers got into more accidents using the facts and the statistics for his/her ideas.

The student has given an incomplete answer to the task by providing a general statement about the effectiveness of Student 2's use of facts and statistics ("I think that it was effectiveness because I believe that person was trying to make a point about how teenager drivers got into more accidents using the facts and the statistics for his/her ideas") without using any examples from the passage to support the analysis.

READING

B.3.1.1 Response Score: 0

44. Analyze the effectiveness of Student 2's use of facts and statistics. Use at least two examples from the Student 2 Editorial to support your analysis.

Student one feels different from
Student 2 they have kinda different
facts. Student two doesn't feel
as strong about it as Student one
does.
The student's response is inaccurate in all aspects.

READING

Acknowledgements

Excerpt from *A Second Legacy* by Caroline Harvey, copyright © 1993 by Caroline Harvey. Used by permission of Viking Penguin, a division of Penguin Group (USA) Inc.

Excerpt from *Brown Glass Windows* copyright © 2002 by devorah major. Used by permission of Curbstone Press. Distributed by Consortium.

“Electric Money” from PBS.org. Reprinted with permission from Oregon Public Broadcasting

“Necessity Is the Mother of Invention” copyright © Nov. 30, 2003 by Pagan Kennedy. Reprinted with the permission of New York Times, Co.

Adaptation of “Six Months on Mir” by Shannon Lucid. Copyright © 1998 by *Scientific American, Inc.* All rights reserved.

Reading Grade 11 Item and Scoring Sampler

Copyright © 2008 by the Pennsylvania Department of Education. The materials contained in this publication may be duplicated by Pennsylvania educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.